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ABSTRACT

Following the substitution of a Learning Resources Specialist's (LRS) certification for the traditional school librarian's certification in Texas and the subsequent merging of the Departments of Library and Information Science (LIS) and Educational Media and Technology (ETEC) at East Texas State University (ETSU), the immediate supervisors of 28 1980-1983 ETSU graduates were interviewed by telephone to obtain information on the competencies demonstrated by the graduates. Educational media and technology graduates were subjects of evaluation as well as library and information science graduates. Four of the graduates were working as classroom teachers, the remainder as media specialists. On a five-point scale ranging from strong/positive to weak/negative, it was found that strong/positive ratings were assigned to most of the graduates in five areas: management competencies (82% rated as strong/positive); leadership abilities (82%); teaching competencies (79%); professional growth (75%); and personal qualities (82%). None of the graduates were reported as being below average or weak/negative in any of the five overall assessments. Additional supervisor comments were also found to be very positive. This report describes the development of the LRS certification process and the resulting changes at ETSU as well as the survey methodology and findings. A two-item bibliography and a sample supervisor evaluation form are provided. (ESR)

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Study of a Library and Information Science Academic Program Accredited by State (TEA), Regional (SACS), and National (NCATE) Accrediting Associations

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Introduction

Traditionally, libraries have been recognized as depositories for printed materials significant to various publics: public libraries, special libraries, college and university libraries, and school libraries. Philosophical underpinning of these institutions, while similar, has subtle variation according to type.

In general, each type of library has responded to societal change. At the same time, each has been cognizant of the segment of society with which it most stringently interacts. The degree of change experienced is a result of the introduction of technology and the extent of such technology's importance to clientele.

In varying degrees, each type of library has responded to demand for both print and non-print acquisition. Technology has been incorporated in diverse ways. Each type of library, to some extent, has embraced computer applications for maintenance, service, and education. New languages have developed to communicate new concepts. New labels have appeared for people, places, and things.

Particularly in school library programs have striking changes become evident. State departments of education have recognized need for and have initiated efforts to identify essential competencies and have ensured, by means of certification requirements, that development of such competencies is incorporated into in-service and pre-service preparation programs.

The state of Texas has been no exception when it comes to scrutiny and review of the public school library program. The Texas Education Agency (TEA) has described and encouraged implementation of the "learning resources center" out of which emanates the "learning resources program" directed by a

"learning resources specialist." These new labels represent more than word substitutes. Changing philosophy expects the learning resources specialist to be knowledgeable in regard to traditional as well as contemporary library concepts. This is an educational technologist who is competent in regard to curriculum development and instructional design and assumes the role of educational leader in the school. Such an individual must be proficient in collection evaluation and development as well as production of media, knowledgeable in regard to new technologies, confident in communicating teaching strategies, and competent in implementing effective management techniques.

In 1978, after much deliberation and considerable input from professional groups, TEA announced a new certification program for preparation of the Learning Resources Specialist (LRS) and subsequently issued a catalog of competencies which described the "expanded role of the new professional in managing the learning resources program and services..."(TEA, 1978). In this publication, the term "competency" described functional ability which the learning resources specialist should acquire in the context of job related activities as this individual prepares to serve the various educational programs in Texas schools. The message to those who seek to prepare this specialist was loud and clear, "Pre-service and in-service programs should be cognizant of the flexibility in the competencies for the preparation of specialists able to provide materials and services appropriate to a variety of differences in pupil abilities and differences in ways pupils learn" (TEA, 1978).

TEA has monitored carefully those bodies whose school programs have been submitted and approved in order to ensure educational experiences of

desired quality for the preparation of the LRS. East Texas State University is one of the institutions in which such a program exists.

East Texas State University is located in Commerce, Texas. It is a multi-purpose, multi-level, regional institution made up of three academic colleges. ETSU originated in 1889 as a normal school with its main purpose being that of preparing teachers. Throughout years of development and expansion to university status, in which programs and purposes broadened extensively, ETSU has preserved that emphasis on the preparation of teachers.

One of the academic colleges within the institution is the College of Education. This college has the specific responsibility for degree and certificate programs in professional education. "ETSU has a rich heritage and proven leadership role in teacher education in Texas and the institution's support for teacher education has been sustained and substantive" (ETSU, 1983).

The University's commitments to teacher education and professional school personnel programs have met state and regional standards. Programs were confirmed to be above the minimum standards required by the Texas Education Agency. All programs for the College of Education are fully accredited by the Southern Association of Colleges and Schools (SACS). The College, in November 1983, completed self-study and visitation by the National Council for Accreditation of Teacher Education (NCATE).

The Department of Educational Media and Technology (ETEC) in the College of Education at ETSU shares in this responsibility for preparation of school personnel. Programs leading to the Learning Resources Specialist's Certificate and/or a graduate degree in Library and Information Science or Educational Media and Technology are administered under the auspices of this

department.

ETEC is virtually flawless in its preparation of the school library/media professional. Curricular offerings are based on guidelines of national, regional, and state professional associations. Such guidelines support and direct development of appropriate competencies for the student. One credential that has been grossly misunderstood in regard to preparation of school personnel is that of accreditation by the American Library Association. Quality of the Library and Information Science program in regard to development of competencies for administering and servicing a school learning resources program is in no way contingent upon such accreditation. In fact, guidelines of that governing body have been labeled as being unwieldy and detrimental rather than supportive of a unified and flexible program of both print and non-print dimensions.

Preparation of School Personnel

Historically, East Texas State University has prepared the public school librarian by means of course offerings in the Library Science Department. As educational technology became more essential to goals and purposes of public schools, more emphasis was given to inclusion of such courses in the curriculum for preparation of the school librarian. Library science majors began to minor in audiovisual education.

In 1978, four years before TEA's mandate to implement the LRS certificate, Departments of Library and Information Science (LIS) and Educational Media and Technology merged into a single department. Administrative structure rests with the Center for Educational Media and Technology which now includes academic programs in both educational technology and

library and information science as well as a campus-wide service program. With the advent of the 1978 certification, the Center for Educational Media and Technology was prepared to submit a tentative school program which received immediate approval by the Texas Education Agency. Evidence of the state's commitment to the concept of educational technology in the public school setting is the fact that the traditional school librarian's certificate is no longer available in the state of Texas.

Course offerings within the Center for Educational Media and Technology at ETSU which apply toward LRS certification have as their basis experiences designed for development of the competencies identified by TEA. The LRS certification program in which these competencies may be developed is a 36 semester hour program which also may earn for the student the Master of Science in Library Science Degree, the Master of Science Degree, or the Master of Education Degree upon its completion.

Specified courses within this program allow an individual to acquire a minimum or basic level of certification identified as the Learning Resources Endorsement. Nine courses which develop competencies required for the endorsement include work in the following areas: references and bibliographic services, cataloging, children's and young adult's literature, practical experiences in the learning resources center, use of instructional media, preparation of instructional materials, instructional design, administration of the learning resources center, and multi-cultural awareness.

Full certification of the learning resources specialist may be acquired after three years of successful teaching experience and development of competencies in areas additional to those listed above: 1) specialization

work, either in educational technology or library and information science; 2) elementary and secondary curriculum; and 3) research techniques. Competencies required for both the endorsement and specialist's credentials are gained by means of courses in the Center for Educational Media and Technology which are designated as either Library and Information Science or Educational Media and Technology. These certificate offerings are evenly divided between the two academic areas.

While courses retain visibility of the two disciplines by means of LIS and ETEC prefixes to course numbers, philosophy of the department is such that integration of concepts and development of competencies in both print and non-print areas of consideration occurs in all appropriate offerings. It is believed that this unified approach results in a constructive and formative procedure for preparation of the learning resources specialist who will be expected to coordinate an integrated program to incorporate various forms of media as an integral part of instruction and provide information regardless of format.

Implementation of the Study

The present study was implemented for the purpose of assessing the ETSU Library and Information Science program by means of evaluating competencies demonstrated by graduates during the years 1980-83. Twenty-eight LIS graduates were established as subjects for evaluation and twenty-eight supervisors were identified by means of a telephone call to each of the graduates who provided names, positions, and telephone numbers of immediate supervisors. Positions of graduates are identified in the informal table below.

LRS-Elementary Level	7
LRS-Intermediate Level	3
LRS-High School Level	3
Multi-School LRS	3
Combination Campus LRS/District Coordinator	5
Public School LRS/Media Coordinator	1
Junior College LRS/Media Coordinator	1
College and University LRS Director	1
Classroom TEacher	4

A majority of the 1980-83 LIS graduates identified immediate supervisors as principals in public schools. Other supervisors represented a learning resources director, a library director, and public school administrators. A summary of positions of supervisors is given below.

Principal of Elementary School	14
Principal of Intermediate School	5
Principal of High School	4
Public School Learning Resources Director	1
Public School Administrator	2
Junior College Library Coordinator	1
College and University LRC/Media Director	1

Collection and Interpretation of Data

In order to assess desired competencies, an instrument was devised with input of the combined Department of Educational Media and Technology faculty. Both educational media and technology graduates as well as library and information science graduates were subjects of evaluation by immediate

supervisors. Assessment was made in separate studies implemented in each of the two areas of the unified program. The same instrument was administered in order to evaluate competencies of both groups.

Questionnaires were administered by means of telephone interviews. LIS graduates, in most cases, were contacted during evening hours because most had provided home telephone numbers to university directory assistance sources. Each supervisor was called during school hours with the investigator requesting permission either to administer the questionnaire or to call back for that purpose at a more convenient time. All supervisors were cordial and responded generously with their time. Incidental comments were kept to a minimum when possible. In numerous cases, however, principals expanded and extended responses to given explicit and exemplary descriptions of what graduates were doing. In a great many cases, there was extremely positive and enthusiastic response.

Interview items included questions related to demonstrated competencies in management, leadership, teaching techniques, professional growth, and personal qualities. Supervisors were given the opportunity to identify "gaps" in preparation program of graduates.

Tables 1-6 report responses of supervisors in regard to various competencies and characteristics demonstrated by graduates of Library and Information Science in the Department of Educational Media and Technology. Responses reflect perceptions of supervisors in regard to specific areas. Responses were weighted as Strong/Positive, Average, or Weak/Negative. Above Average or Below Average categories were not suggested initially in the interview but were accepted when respondents seemed to indicate desire and/or need for such classification. In cases where competencies or

characteristics were not applicable or were not observed, indication was recorded and is reported in tables as Not Appropriate (NA).

Supervisors were requested to indicate for each graduate an overall assessment of competencies and/or characteristics involved. These responses for the appropriate categories are included at the conclusion of each of Tables 1-5. Table 6 reports mean scores for the overall assessment for each graduate on an individual basis as well as a mean score for competencies investigated.

Table 1 shows responses of supervisors in regard to management competencies demonstrated by LIS graduates. Responses to questionnaire items investigating overall management competencies were reflective of showing competencies to be Strong/Positive by twenty-three (82.1 percent) of the supervisors while five respondents (17.8 percent) assessed such competencies as being Average or Above Average. No supervisors categorized overall assessment of these competencies demonstrated by any graduate as being Below Average or Weak/Negative.

In assessing management competencies according to individual graduates, supervisors identified immediate implementation of planning (82.1 percent), short range implementation of planning (82.9 percent), assumes responsibilities willingly (82.1 percent), has harmonious relationships with subordinates (85.7 percent), reports well done and on time (89.3 percent), and ability to work without close supervision (89.3 percent) as being strongest competencies. In regard to total scores, two instances (.71 percent) reported that competencies were judged as being Weak/Negative: willing to delegate authority and has harmonious relationships with subordinates. Fifty responses (17.8 percent) in the Average or Above Average categories were reflected in regard to the total range of management competencies of individual graduates.

Table 1

Assessment of Supervisors in Regard to Management Competencies
Demonstrated by 1980-83 LIS Graduates

Management Competency Items	Strong/ Positive		Above Average		Average		Below Average		Weak/ Negative		NA	
	#	%*	#	%*	#	%*	#	%*	#	%*	#	%*
Competency in planning Immediate implementation	23	82.1	2	7.1	3	10.7	0	0	0	0	0	0
Short range implementation	26	92.9	1	3.6	1	3.6	0	0	0	0	0	0
Long range implementation	18	64.3	2	7.1	8	28.6	0	0	0	0	0	0
Skills in organization/organizing	20	71.4	2	7.1	6	21.4	0	0	0	0	0	0
Assumes responsibilities willingly	23	82.1	2	7.1	3	10.7	0	0	0	0	0	0
Willing to delegate responsibility	19	67.9	2	7.1	4	14.3	0	0	0	0	0	0
Willing to delegate authority	16	57.1	1	3.6	5	17.9	0	0	1	3.6	5	17.9
Has harmonious relationships with subordinates	24	85.7	0	0	2	7.1	0	0	1	3.6	1	3.6
Reports well done and on time	25	89.3	0	0	3	10.7	0	0	0	0	0	0
Ability to work without close supervision	25	89.3	1	3.6	2	7.1	0	0	0	0	0	0
Total	219	78.2	13	4.6	37	13.2	0	0	2	.71	9	3.2
OVERALL EVALUATION OF MANAGEMENT	23	82.1	2	7.1	3	10.7	0	0	0	0	0	0

*Totals may vary from 100 percent because of rounding

These were significant for long-range implementation of planning (35.7 percent), skills in organization/organizing (28.5 percent), and willing to delegate authority (21.5 percent).

Table 2 reports responses of supervisors in regard to leadership competencies demonstrated by LIS graduates. Overall evaluation of leadership reflected that twenty-three (82.1 percent) of the graduates showed Strong/Positive leadership traits. Five (17.8 percent) of the supervisors evaluated graduates as having Average or Above Average leadership competencies. In no case was Weak/Negative indicated in the overall category of leadership.

Supervisors indicated, in regard to individual graduates, strongest leadership competencies in the following areas: has appropriate style for the situation (85.7 percent), provides harmonious atmosphere (85.7 percent), sets a good example (85.7 percent), and is goal oriented (82.1 percent). A total of 137 responses (81.5 percent) assessed leadership competencies as being Strong/Positive while twenty-nine (17.3 percent) assessed those as being Average or Above Average. The following competencies were identified as being significant at this level of demonstration: motivating others (25 percent) and fills necessary role--leader and follower (25 percent). In only two instances (1.2 percent), were graduates judged to have demonstrated Weak/Negative levels of competency. These were in the areas of providing harmonious atmosphere (3.6 percent) and setting a good example (3.6 percent).

Table 3 reports assessment of supervisors in regard to teaching competencies of graduates. Overall evaluation indicates that supervisors judged twenty-two (78.6 percent) of the graduates to have demonstrated Strong/Positive teaching capability. Six graduates (21.4 percent) were judged to have

Table 2

Assessment of Supervisors in Regard to
Leadership Competencies Demonstrated
by 1980-83 LIS Graduates

Leadership Competency Items	Strong/ Positive		Above Average		Average		Below Average		Weak/ Negative		NA	
	#	%*	#	%*	#	%*	#	%*	#	%*	#	%*
Has appropriate style for situation	24	85.7	0	0	4	14.3	0	0	0	0	0	0
Motivates others	21	75.	1	3.6	6	21.4	0	0	0	0	0	0
Provides harmonious atmosphere	24	85.7	1	3.6	2	7.1	0	0	1	3.6	0	0
Sets a good example	24	85.7	1	3.6	2	7.1	0	0	1	3.6	0	0
Fills necessary rose--leader and follower	21	75.	1	3.6	6	21.4	0	0	0	0	0	0
Is goal oriented	23	82.1	1	3.6	4	14.3	0	0	0	0	0	0
Total	137	81.5	5	3.	24	14.3	0	0	2	1.2	0	0
OVERALL EVALUATION OF LEADERSHIP	23	82.1	2	7.1	3	10.7	0	0	0	0	0	0

*Totals may vary from 100 percent because of rounding.

Table 3

Assessment of Supervisors in Regard to
Teaching Competencies Demonstrated
by 1980-83 LIS Graduates

Teaching Competency Items	Strong/ Positive		Above Average		Average		Below Average		Weak/ Negative		NA	
	#	%*	#	%*	#	%*	#	%*	#	%*	#	%*
Knowledge of content/skills	25	89.3	2	7.1	0	0	0	0	0	0	1	3.6
Skill in curriculum development	19	67.9	2	7.1	4	14.3	0	0	0	0	3	10.7
Classroom technique/teaching methods	21	75	1	3.6	3	10.7	0	0	0	0	3	10.7
Relationships with students/ student evaluations	24	85.7	2	7.1	2	7.1	0	0	0	0	0	0
Relationships with fellow teachers	22	78.6	1	3.6	3	10.7	1	3.6	1	3.6	0	0
Total	111	79.3	8	5.7	12	8.6	1	.7	1	.7	7	.5
OVERALL EVALUATION OF TEACHING	22	78.6	4	14.3	2	7.1	0	0	0	0	0	0

*Totals may vary from 100 percent because of rounding.

demonstrated Average or Above Average levels of competence in the overall assessment. No evaluations of Below Average or Weak/Negative were identified in the overall judgment of supervisors.

In regard to evaluation of individuals' total competencies related to teaching, 111 responses (79.3 percent) were indicative of Strong/Positive competencies. Strongest of these were knowledge of content/skills (89.3 percent), relationships with students/student evaluation (85.7 percent), and relationships with fellow teachers (78.6 percent). Twenty responses (14.3 percent) indicated that supervisors had observed Average or Above Average teaching competencies. The most significant was skill in curriculum development (21.4 percent). In regard to relationships with fellow teachers, Weak/Negative and Below Average evaluations were reported in two instances (3.6 percent each). These were 1.4 percent of the total number of responses.

Table 4 shows responses of supervisors in regard to professional growth of LIS graduates. Overall perceptions indicated that twenty-one (75 percent) of the graduates were rated Strong/Positive in this category. Seven graduates (25 percent) were perceived as being Average or Above Average in regard to professional growth. No overall Weak/Negative responses were reported.

In regard to assessment of competencies demonstrated by individuals, 130 responses (66.3 percent) indicated Strong/Positive competencies in regard to professional growth. Strengths were identified as attendance at professional meetings (89.3 percent, contributes to meetings (78.6 percent, and attending workshops (92.9 percent). Forty-nine responses (25 percent) assessed competencies as being Average or Above Average. These were leading meetings (35.7 percent), takes credit courses (25 percent), and contributing through publishing/media productions (53.6 percent). Four responses (2 percent) judged graduates to be weak in professional growth. These weaknesses were identified as contributing to meetings, leading meetings, and contributing

Table 4

Assessment of Supervisors in Regard to Professional Growth Demonstrated by 1980-83 LIS Graduates

Professional Growth Items	Strong/ Positive		Above Average		Average		Below Average		Weak/ Negative		NA	
	#	%*	#	%*	#	%*	#	%*	#	%*	#	%*
Attends professional meetings	25	89.3	0	0	3	10.7	0	0	0	0	0	0
Contributes to meetings	22	78.6	2	7.1	2	7.1	0	0	1	3.6	1	3.6
Leads meetings	13	46.4	0	0	10	35.7	0	0	1	3.6	5	17.9
Takes credit courses	21	75	1	3.6	6	21.4	0	0	0	0	0	0
Attends workshops	26	92.9	0	0	1	3.6	0	0	0	0	1	3.6
Contributes through publishing/ media productions	7	25	1	3.6	14	50	0	0	2	7.1	4	14.3
Encourages others	16	57.1	2	7.1	7	25	0	0	0	0	3	10.7
Total	130	66.3	6	3.1	43	21.9	0	0	4	2	14	7.1
OVERALL EVALUATION OF PROFESSIONAL GROWTH	21	75	3	10.7	4	14.3	0	0	0	0	0	0

*Totals may vary from 100 percent because of rounding.

through publishing/media productions. Fourteen responses indicated that supervisors (7.1 percent) had not observed graduates' behavior in this category. Supervisors stated that they were unable to make a judgment in regard to professional growth in these cases.

Table 5 reports judgment of supervisors in regard to overall personal qualities of LIS graduates. Responses reflected that twenty-three graduates (82.1 percent) had Strong/Positive personal qualities. Five graduates (17.8 percent) were perceived as being Average or Above Average in competency demonstration. None were judged as being Below Average or Weak/Negative in overall assessment in this category.

In regard to individual personal qualities, sixty-nine responses (82.1 percent) indicated supervisors perceived that graduates' competencies in all items in this area were Strong/Positive. These were attitudes toward position/institution/assignments (85.7 percent), contributions to institution's goals (82.1 percent), and skills in human relations (78.6 percent). Fifteen responses (17.8 percent) indicated perceptions of graduate competencies as being Average or Above Average. None on an individual basis was perceived as being Below Average or Weak/Negative in regard to personal qualities.

Conclusion

If one were to base the present evaluation of 1980-83 graduates upon comments of supervisors, it would be an easy matter to report that most graduates have demonstrated extremely Strong/Positive levels of competency. In all interviews, supervisors reflected exceptionally positive attitudes in evaluation of demonstrated competencies. Supervisors were extremely

Table 5

Assessment of Supervisors in Regard
to Personal Qualities Demonstrated
by 1980-83 LIS Graduates

Personal Qualities Items	Strong/ Positive		Above Average		Average		Below Average		Weak/ Negative		NA	
	#	%*	#	%*	#	%*	#	%*	#	%*	#	%*
Attitudes about position/ institution/assignments	24	85.7	2	7.1	2	7.1	0	0	0	0	0	0
Contributions to institution's goals	23	82.1	2	7.1	3	10.7	0	0	0	0	0	0
Skills in human relations	22	78.6	2	7.1	4	14.3	0	0	0	0	0	0
Total	69	82.1	6	7.1	9	10.7	0	0	0	0	0	0
OVERALL EVALUATION OF PERSONAL QUALITIES	23	82.1	3	10.7	2	7.1	0	0	0	0	0	0

*Totals may vary from 100 percent because of rounding.

enthusiastic in their comments using such phrases as "...fits in well...", "...works where needed...","...has open door to the library...","...makes the library the hub of the school...","...doing a fine job...","...would like to have more just like...","...works over and beyond requirements...","...has adapted to the community...", and others.

These graduates were characterized as being "...self motivating...", "...conscientious...","...dependable...","...enthusiastic...","...well prepared...","...fabulous teachers...","...very strong...","...so professional ...","...so competent...","...wonderful person...","...good leader...", and more. In reply to request for identification of "gaps" in the preparation program, little was forthcoming. Instead, supervisors chose to note strengths of the program and positive aspects in regard to levels of competency at which graduates functioned.

The above perceptions and comments of supervisors in regard to LIS graduates in reality are an extension of the report of the data gleaned in the present study. Table 6 reports a summary of responses of supervisors in regard to overall statement of evaluation of competencies demonstrated by graduates. Mean scores were calculated and are recorded for each subject for each area of competency. Scores were derived according to the following weighted responses:

Strong/Positive	5 points
Above Average	4 points
Average	3 points
Below Average	2 points
Weak/Negative	1 point

According to Table 6 responses for nineteen graduates (67.9 percent)

Table 6

Overall Assessment of Supervisors in Regard to Specified Areas of Competency as Demonstrated by 1980-83 LIS Graduates

Subject	Management	Leadership	Teaching	Professional Growth	Personal Qualities	Mean Score
1	5	5	5	5	5	5
2	5	4	4	4	4	4.2
3	5	5	5	5	5	5
4	5	5	5	5	5	5
5	5	5	5	5	5	5
*6	5	5	5	5	5	5
*7	3	3	4	5	3	3.6
8	5	5	5	5	5	5
9	5	5	5	3	5	4.6
10	5	5	5	5	5	5
11	5	5	3	3	5	4.2
12	5	5	5	5	5	5
13	3	3	3	5	3	3.4
*14	4	4	4	4	4	4
*15	5	5	5	5	5	5
16	5	5	5	5	5	5
17	5	5	5	5	5	5
18	5	5	5	5	5	5
19	4	3	4	4	4	3.8
20	5	5	5	5	5	5
21	5	5	5	5	5	5
22	5	5	5	5	5	5
23	5	5	5	5	5	5
24	5	5	5	5	5	5
*25	5	5	5	3	5	4.6
26	5	5	5	5	5	5
27	3	5	5	3	5	4.2
28	5	5	5	5	5	5
Mean	4.71	4.71	4.71	4.61	4.75	4.7

*Subject is employed as a classroom teacher.

reflected mean scores indicative of Strong/Positive competencies (5 points). Six graduates (21.4 percent) received a mean score reflective of Above Average competency demonstration (4 points). Responses of three supervisors (10.7 percent) reflected Average mean scores for graduates (3 points). No mean scores indicated BElow Average (2 points) or Weak/Negative (1 point) levels of competency demonstration. Mean scores for categories as well as for graduates' scores was 4.7 points.

Four graduates in this survey indicated that they are regular classroom teachers. While they have earned learning resources certification credentials as well as Master's degrees with majors in Library Science, it is noted that they have not served professionally in a learning resources center. However, it was judged that competencies demonstrated in the classroom at this time, in some cases, may have been a result of and a reflection of, at least to some extent, those developed in the LIS preparation program. On this basis, assessment of competencies of these individuals was included in the present study.

Positive and enthusiastic feedback and evaluation of academic programs are not adequate reasons to continue such programs without anticipation of continuous monitoring and possible revision. Results of the present study are expected to lead to modification of the curriculum to some extent. While no overall Below Average or Weak/Negative categories of competencies were said to have been demonstrated by graduates, attention is being given to perceived need to strengthen those areas in which a moderate number of responses and/or mean scores reflected that graduates had performed at Average or even Above Average but less than Strong/Positive levels of competency. In this regard, according to data collected LIS students may

need to be provided more opportunity to develop competencies that would lead to professional growth. Least positive attitudes were reported in regard to competency demonstration in leading meetings, taking credit courses, contributing through publishing/media productions, and encouraging others in professional growth.

Library and Information Science courses incorporate the latest technology on information storage and retrieval, utilize various media, provide instruction in educational micro-computer applications, and employ other exemplary instructional technology. However, further evaluation will be implemented to identify modifications deemed necessary as educational, societal, and technological changes occur.

On the other hand, assessment also is expected to provide evaluative data which may be used to support continuance of existing positive aspects of the program. Effective evaluation techniques will be used on a continuing basis in order to enable the Department of Educational Media and Technology at East Texas State University to continue to respond to needs of library and information science students.

Professional state, regional, and national guidelines along with feedback from the field will continue to be guiding principles by which programs, curriculum, and learning experiences will be developed for pre-service and in-service preparation programs. These considerations will be monitored carefully and on a continuing basis in order to ensure that ETSU's Department of Educational Media and Technology continues to maintain the superior quality programs provided in the past.

References

East Texas State University. College of Education. 1983. Institutional Report for The National Council for Accreditation of Teacher Education. Commerce, Tx.: ETSU.

Texas Education Agency. Instructional Resources Division. 1978. Competencies for Learning Resources Specialists. Austin, Tx.: The Agency.

Appendix

ALUMNI'S SUPERVISOR EVALUATION QUESTIONNAIRE

This form will be used to record responses to a telephone interview (in order to have a standard to compile). Ask questions in your own way, but as near wording used as possible. Minimize any prompting. Specific comments about each item may be written under that item (to be used for program evaluation or course content).

The purpose of this survey is to provide information about the quality of performance of graduates of ETSU's ETEC department. Attempt to get responses for graduates from Fall 1980 through summer session 1983. The results will be compiled and used as part of the NCATE accreditation procedures.

ALUMNI'S SUPERVISOR EVALUATION QUESTIONNAIRE

Alumni_____ Position Held_____ Location_____

Supervisor_____ Position_____

	Strong/ Positive		Average		Weak/ Negative	NA
Management:						
Competency in planning						
Immediate implementation						
Short range implementation						
Long range implementation						
Skills in organization/organizing						
Assumes responsibilities willingly						
Willing to delegate responsibility						
Willing to delegate authority						
Has harmonious relationships with subordinates						
Reports well done and on time						
Ability to work without close supervision						
OVERALL EVALUATION OF MANAGEMENT						
Leadership:						
Has appropriate style for situation						
Motivates others						
Provides harmonious atmosphere						
Sets a good example						
Fills necessary role--leader and follower						
Is goal oriented						
OVERALL EVALUATION OF LEADERSHIP						

	Strong/ Positive		Average		Weak/ Negative	NA
Teaching:						
Knowledge of content/skills						
Skill in curriculum development						
Classroom technique/teaching methods						
Relationships with students/ student evaluations						
Relationships with fellow teachers						
OVERALL EVALUATION OF TEACHING						
Professional Growth:						
Attends professional meetings						
Contributes to meetings						
Leads meetings						
Takes credit courses						
Attends workshops						
Contributes through publishing/ media productions						
Encourages others						
OVERALL EVALUATION OF PROFESSIONAL GROWTH						
Personal Qualities:						
Attitudes about position/ institution/assignments						
Contributions to institution's goals						
Skills in human relations						
OVERALL EVALUATION OF PERSONAL QUALITIES						
Additional Comments:						